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KENYON COLLEGIAN

A Journal of Student Opinion

Vol. LXXXV

Gambier, Ohio — February 13, 1959

No. 8

College Financial Position Disclosed By President Lund

In his comments at the assembly of Tuesday, February 10, President Lund informed the student body of Kenyon's financial status. He noted that while according to a recent poll, the college is rated third, academically, among the top ten men's schools in the nation, it has the smallest endowment of all these schools.

It was disclosed that a permanent endowment of \$4,000,000 is needed to furnish the \$200,000 a year just for operation, exclusive of scholarship aid. A separate scholarship allocation fluctuates annually between \$50,000 to \$70,000 worth \$16,000 to \$17,000 of the grant taken from operating funds.

With the amount of money going toward scholarships just a little under what the trustees must raise to make up the deficit, Dr. Lund cautioned that scholarships are going to be turned more and more into partial loans.

The Board of Trustees took the initial steps last June to correct the financial situation by endorsing a crash development program to raise an approximate \$1,800,000. The immediate goal is to provide a \$200,000 advance fund for strictly operative measures with the long range plans of procuring additional funds for a new library, a functionally remodeled science building, and sweeping renovations for Bexley Hall. Further repairs are proposed for Hanna Hall, faculty housing, and the water plant.

Concerning these expected improvements President Lund states, "the future of Kenyon is going to be largely determined by the success of this drive — Kenyon would not long remain a first-class institution; without a new library and science building."

He pointed out that the continued maintenance of a "distinguished faculty" will also require more funds, adding that all these goals have a "reasonable assurance of achievement."

Gifts for 1958 totaling \$267,191 as compared to the 1957 appropriations totaling \$219,363 will help to offset the current annual \$300,000 deficit.

R.A.R.

Concert Tonight By Tenor Ernst Wolff

Dr. Ernst Wolff, German tenor, will present a vocal concert in the Great Hall of Peirce Hall tonight at 8 o'clock.

Features of the concert will be Dr. Wolff's specialties, German lieder (Romantic Songs), folk-songs, and student songs, which will all be sung in German.

The program will also include a group of early Italian arias and a group of Handel compositions. The latter will be sung in English. Dr. Wolff will accompany himself on the piano.

Dr. Wolff, who is a previous Kenyon guest artist, performs in the United States each fall and winter. During the remainder of the year he tours Europe. He is an experienced orchestra conductor, both in the opera and symphony fields, and fills several such engagements each year.

Commenting on Dr. Wolff's performance here two years ago, Dr. Paul Schwartz of the Music Department said, "He proved to be the most popular performer of the season and in response to popular demand, we have invited him to appear again."

Admission is free to Kenyon and Bexley students. Admission for others will be \$1.00 for adults and \$.50 for children.

T.B.

Easter Lecturer Is To Be Nels F. S. Ferre

Easter Lecturer this year will be Nels F. S. Ferre, Abbot Professor of Christian Theology at Andover Newton Theological School in Massachusetts.



Nels F. S. Ferre

He will discuss the general subject of "Theology in the Modern World," and examine such men as Niebuhr, Tillich, and Bultmann. The 1959 series will be held on April 7 and 8.

Mr. Ferre is author of many books on theology, including "Faith and Reason," "Christianity and Society," and "Christian Faith and Higher Education." His most recent book, published last year, is "Christ and the Christian." He holds degrees from Boston University, Andover Newton Theological School, and Harvard, and has studied also at the universities of Upsala and Lund. He began his teaching career at Andover Newton and returned there in 1957 after several years as a member of the faculty at Vanderbilt University and as a lecturer at Harvard and Oxford Universities.

"Julius Caesar" To Open Feb. 19

The Kenyon Dramatic Club's forthcoming production of William Shakespeare's *Julius Caesar* is now going through its final round of rehearsals; the play will be brought before the public on Thursday, Friday, and Saturday, the 19th, 20th, and 21st of February.

This production promises to have the most elaborate staging of any play given thus far during the 1958-1959 season. The size and intricacy of the sets has, in fact, occasioned the enlargement of the Hill Theater Stage to include the entire first row of seats.

Several problems are presently in the process of being ironed out, which have for the most part, occurred in the use of novel lighting techniques and sound effects. The integration of these technical aspects of the production with the action of the play — with its thirty characters — makes timing an all important factor in the success of its presentation. The main hurdles in this area, however, have been

(Cont. on Page 2, Col. 5)

Debaters To Enter Midwest Tournament

The Debate Club will participate in a Midwest tournament at Kent State University, Saturday, February 14. Kenyon's team will consist of Gerald J. Fields, William R. P. Hartman, John S. MacInnis, Hans G. Wallach, and Prof. Paul B. Trescott, advisor.

Feb. 7 at Marietta, Ohio the Debaters took part in their first parley for the second semester. Future tournaments include the Pittsburgh Novice Tournament and the West Point Eliminations Tournament at Indianapolis.



I. Bernard Cohen
Honors Day Speaker

Coming Social Events Planned

"Sophomore Saturday" is the name of the annual sophomore dance to be held Saturday. No theme has been set, but dress will be informal. Glenn Sheridan will provide the music in Peirce Hall from nine to one.

Jazz Concert

One of the Social Committee's innovations this year will be a Jazz Concert on Saturday, February 28, from 3 to 5 P. M. It will feature the Interludes, a singing group amazingly similar to the Four Freshmen, and Harry Epp, a small dixieland group.

It will be held in Rosse Hall, dress will be informal, with the students providing their own blankets to sit on, instead of the usual folding chairs.

No admission will be charged to Kenyon students, the event being financed by the savings acquired by the new policy of having less well known, (but nevertheless just as good), bands on the Dance Weekends.

The Arnold Air Society is now in the process of planning the annual Military Ball, to be held this year on March 14.

Eaton Elected

The Social Committee recently elected Ed Eaton as its new chairman. He is in the process of developing a fuller social schedule for Kenyon with the jazz concert being the first fruit of these efforts.

D.W.

Singers Elect Allison As Head

Jim Allison was elected president of the Kenyon Singers at the regular meeting, January 12. His term runs through the next two semesters. Mike Foort was voted secretary of the vocalists for the same period.

Chuck Stannard, present Singer-librarian, will retain the post for another year.

T.B.

Seven Lecturers Lead 2nd Semester Schedule; Two In Inaugural Series

Although it might precipitate serious discussion to define the average student as one who, in addition to other characteristics, can be counted on to be present at most of the lectures and assemblies given during the school year, having assumed this as one of his virtues, it can safely be said that the average student would be very pleased if this semester's lecturers were on a par with those of last semester. Judging from the schedule of lectures, however, it would appear that this semester's lectures promise to be equal to if not better than those given last semester.

Charles Stevenson

The lecture series of the new semester will begin next Monday night, Feb. 16, with Professor Charles Stevenson, of the Univ. of Michigan. Professor Stevenson, who received his B.A. degree from Yale in 1930, his Ph.D. degree from Harvard, and who was a Guggenheim fellow in 1945-46, will speak on the topic, "The Philosophy of Interpretation in Literature."

The following day Tuesday, Feb. 17, at assembly, Joseph Murray, a senior and president of the student body, will speak on Student Government. To dismiss his topic so lightly with a single phrase seems hardly justifiable, however, Mr. Murray is one of the few students on campus who seem to feel that the problem of student government is worth spending some time and effort on. Mr. Murray also seems to have very definite opinions, backed up by very solid arguments, on the subject, and his thought and work on this subject deserves the attention of the student body. His speech, not accidentally coinciding with the near-completion of the new Student Council Constitution, will be concerned with the function of student government both here and at other schools. Having attended the National Student Association conference this summer at Ohio Wesleyan University.

Zucker to Speak

On Feb. 23, Dr. Wolfgang Zucker, presently professor of Philosophy and chairman of the department of philosophy and religion at Upsala College, East Orange, New Jersey, will speak on "The Language of Religious Discourse." Dr. Zucker, educated at the Univ. of Berlin, has taught in Germany and Estonia before World War II, and after the War spent four years working with refugee organizations in Southern Germany.

Dr. Zucker, whose special interest is in the philosophy of language, has published the works, *German Romanticists*, *Estonian Mythology*, and *The History of the Ideas of the Fourteenth Century*.

The Phi Beta Kappa visiting scholar, this year Dr. John Donald Hicks, professor of history, emeritus, at the University of California, will be on the campus from February 25 through 28. Dr. Hicks, who has taught and lectured at many colleges and universities throughout the country, will deliver a lecture Feb. 26, on "American History as a Profession," and will meet with members of the faculty and students, particularly history majors, during his visit. He will also visit several history classes.

"Progressivism"

Dr. Hicks is a specialist in "progressivism" as a movement.

(Cont. on Page 2, Col. 5)

Kenyon Labelled As An Uncrowded "Good College"

An article in the February issue of Harper's Magazine recommends Kenyon College as an excellent college for even the most talented high school senior.

No student should consider Kenyon a "second choice" to "prestige" institutions like the Ivy League colleges, says the article entitled, "Good Colleges That Are Not Crowded."

Author Martin Mayer lists the school with twenty other small, high caliber colleges. According to him, these schools all welcome "the cream" of the nation's high schools, although they are not "hungry" for applications. However, he feels that often the "prestige" schools recruit high school talent with "rapacity." Thus these schools have a "strangle hold" on the best students in the nation.

The Myth

This is evidenced by their applications — often amounting to four or five times the vacancies in the freshman class. The resulting rejections give rise to the "myth of the admissions problem, in American higher education."

First: the "prestige" schools continue to aggravate the situation by constant recruiting. This recruiting is done in many ways — glee club visits, dinners and luncheons, large scholarship offers, and fancy brochures. Even the connoted social influence of an "Ivy" diploma is a factor. Few of these methods are available to a school of Kenyon's size, thus they find themselves "hopelessly outgunned," according to Mayer.

Secondly: the "prestige" schools drain off not only the top students, but the top professors in the nation. This is another large factor causing a lopsided balance in our educational system.

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Kenyon Collegian

— Since 1856 —

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The Needs Of Kenyon

It is refreshing to see that, in spite of its recent accolades in the Chicago Tribune, Harper's and other national magazines, Kenyon is very much concerned about its shortcomings and that it is doing something to correct them. It is refreshing because it is a change from the self-complacency that such praise tends to produce.

However, it is not surprising that Kenyon shows consternation over its shortcomings for so many of them, the need for a proper library, a new power house, for repairs to the college buildings, etc., are blatantly obvious. The trustees, through the development program, will, without doubt, tackle these needs first. But these are only a part of the needs. Just as immediate and as imperative are the needs of additional faculty in the understaffed departments and better facilities for a number of departments. The development committee must not stop when they have erected a new library and made modifications of the college physical plant, but must go on to bring the presently deficient academic departments up to their proper strength. And even when this is done development still must not stop.

Kenyon needs not only to bring its present facilities up to date but to add new ones. Dr. Warner, in his speech for the social sciences, suggests that it would be desirable to increase the offerings of the curriculum. Two of his suggestions include the offering of instruction in anthropology and some sociology and to provide additional courses in political and economic geography.

We feel that these, especially additional courses in geography, are badly needed at Kenyon. Geography is currently a much berated subject, thought by many as something that should not be taught above the eighth grade. This is not so. The study of geography is extremely useful in

study of political science, economics, and history. The causes of innumerable historical movements, of the establishment of certain types of government, and of the economic powers of nations may be traced directly to geographical factors or to factors caused by the geography of certain areas. We suggest that Kenyon might consider it an immediate need to hire a professor who would be able to teach geography and anthropology courses. There is only one course of this nature currently offered, that is a course in geopolitics.

The development program that Kenyon has embarked upon is a good thing and a much needed thing. Their objectives are many and will require a great deal of money. The program is faced with the problem of raising this money as quickly as possible, for the immediate needs of Kenyon are tremendous. We understand that this program will attempt to meet the needs of Kenyon for the next ten years. We hope that the program will not be dropped after that time, for a college of the stature of Kenyon needs a permanent intensive development program, a program that will be able to anticipate the needs so that they will never again become as great and as pressing as they are today.

However, Kenyon needs development in areas that the Administration's development program will have little jurisdiction over, it needs development in student affairs. As is pointed out in this issue by members of the Senior Society, Kenyon needs a better student government and a better social program. Again it is refreshing to note that, like the trustees and administration, the students are at work developing these things. The trustees have the obligation and responsibility to make sure that Kenyon College is doing the job it was founded to do. We, as under-

Book Report

by Henry Poor

Book Report: *The Anchor Book of Stories* (330 pp.) (\$1.25) (Anchor Books)
 Selected by Randall Jarrell.

I have always liked a well-told story. I have foraged through all sorts of anthologies and so have you, both of us wishing to be a little scared or completely interested in some people's actions. *The Anchor Book of Stories* includes thirty selections which satisfy these and several other peculiar attractions. Randall Jarrell bewails the restrictions of one book, but has collected stories by D. H. Lawrence, "Samson and Delilah," by Franz Kafka, "A Country Doctor" and "The Buck-et-Rider"; *The Book of Jonah*, and Peter Taylor's "What You Hear from 'em?"

This last by Kenyon's former professor of English is a story telling of a woman with a glorious integrity whose compulsion to be worthy of what she thinks valuable, undergoes a mass of diseased and human temptations. She has a credible nobility and courage which are so out of place in her community that she seems mildly ridiculous to the inferior qualities which are her environment. Taylor's style is pleasantly simple as he calmly illustrates the workings of present decadence on something good of the past.

Hans Christian Anderson is represented in his story *The Fir Tree*. I recall hours of absolute wonder before the griefs and joys of his appreciation of man and nature. I begin to feel uneasy before his criticism of mankind, but still happily read his words until it is dark, when I have to get up to turn the lights on and review a world which gains a basic pleasantness through his words. The fir tree simply wants the pleasures that all others are said to have. Often it is happy, but too frequently solely in fantasy; so Anderson has to end: "Now that was past . . . and the story is past too: past! past! and that's the way with all stories."

In a very precise and good introduction, Jarrell outlines his standards for stories, and writes with an affection for the medium which will be liked by those who aspire to storytelling or who wish to learn a fresh appreciation of stories. He uses fifty words from Stephen Crane.

"In the desert
 I saw a creature naked, bestial,
 Who, squatting on the ground,
 Held his heart in his hands

graduates, have the same responsibility and obligation to our own student organizations. T.M.

"Good College"

(Cont. from Page 1, Col. 4)

Drawing Power

Third: naturally most of the academic talent is located in large cities, and thus in the East. The students in this area do not bother to become acquainted with schools in other parts of the country. The drawing power of the large few often stifles whatever interest they might have with their various inducements.

These are just three of the factors which add up to give us an "admissions problem." Mayer feels the solution is an equalization of the regional balance. The first class students from all parts of the country should be made to realize the existence of good, small schools west of the Appalachians. Educators should not worry about the tremendous number of students entering in the 1960's according to the author. Rather, they should worry about remedying the deleterious effects of high pressure recruiting on small schools. J.C.

And ate of it.

I said, "Is it good, friend?"

"It is bitter-bitter," he answered;

"But I like it

Because it is bitter,

And because it is my heart."

Says Jarrell, "These are the bones of stories, and we shiver at them." Jarrell believes that some of the best storytelling is done in poetry, and includes works by Bertolt Brecht, William Wordsworth, and Robert Frost.

Frost can be much enjoyed in "The Witch of Coos". I had never previously met the strange person before, and was very happy to be let in on a wonderful secret. The witch carries on an intriguingly matter-of-fact story about the household bogey which becomes very credible. Read aloud with the intonations of New Hampshiremen this is amusing.

Ivan Turgenev's "Byezhin Prairie" has all the best attributes of the short story. A continuing, wonderful tension and a sensually attractive description are the vehicles for a mystery in which we can all find much of ourselves. Turgenev writes this passage in his opening paragraph.

"About mid-day there is wont to be, high up in the sky, a multitude of rounded clouds, golden-grey, with soft white edges. Like islands scattered over an over-flowing river, that bathes them in its unbroken reaches of deep transparent blue, they scarcely stir; farther down the heavens they are in movement, packing closer; now there is no blue to be seen between them, but they are themselves almost as blue as the sky, filled full with light and heat."

Julius Caesar

(Cont. from Page 1, Col. 2)

passed over, with attention now being directed towards the finishing touches.

The Hill Theater Box Office will begin sales on February 10. Students must pick up their tickets, although their admission is of no charge. Non-students and group tickets may be purchased at one dollar, and at seventy-five cents, respectively. Certain time on the above dates is the prompt 8:30 P. M., with both a 2:30 Matinee and an evening performance on Saturday, February 21.

Demand for seats is such that a tentative performance for the evening of February 22 has been scheduled. John Hodges

Seato Announces Essay Contest

The Southeast Asia Treaty organization has announced an essay contest for college students. The subject of the essay is "Collective Security in Southeast Asia."

The rules of the contest are as follows: you must be between the ages of 18 and 21 as of January 1, 1959 and enrolled in college. You must be either American or any of the other SEATO nations in nationality. The essay should be 3500 words or less, and post-

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Sellenger Sets Record Straight

In an article entitled "Catholic Soul-Searching" appearing in the February second issue of *Newsweek*, Dean Joseph A. Sellenger of Georgetown University was misquoted as having said: "On the average, the student here is better than the average student at Kenyon (a highly rated Protestant Episcopal college at Gambier, Ohio). The problem is that the brilliant ones are not coming here."

Mr. Sellenger set the record straight in a personal dispatch to President Lund wherein he states his reference were to the comments of another person who had said that "the average students in his class at Georgetown compared favorably with the average students at Kenyon, but that he had had a few more brilliant students at Kenyon than in his classes at Georgetown."

Now that the apologies have been made, it looks like it's up to the writer of the article to do some "soul searching." RAR

Lecture Series

(Cont. from Page 1, Col. 5)

and is particularly interested in later American history, and agrarian movements in the Northwest. He is the author of *The Constitution of the Northwest States, The Populist Revolt, and The American Tradition*, among others.

Honors Day this semester will be on March 10, and the speaker at the assembly will be Professor I. Bernard Cohen, who is associate professor of the history of science at Harvard. Dr. Cohen received his B.S. and his Ph.D. degrees at Harvard, where he won the Bowdoin prize in 1941.

Inaugural Lecturer

There are two lectures scheduled for this semester as part of the Inaugural series of programs, both scheduled for April. On April 13, the president of the Rockefeller Institute for Medical Research, Dr. Detlev W. Bronk, will give a lecture. Dr. Bronk received his A.B. degree from Swarthmore, studied at the University of Pennsylvania, received his M.S. degree from the University of Michigan, and his Ph.D. degree at the same institution, and has taught at all of these schools.

During the period from 1948 to 1953 Dr. Bronk served as president of John Hopkins University. Previous work in medical colleges and in many different foundations has given Dr. Bronk valuable experience for his job in the Rockefeller Institute, which he undertook in 1953.

Lionel Trilling

The second Inaugural lecture in April will be given by Lionel Trilling, author of *The Middle of the Journey, Mathew Arnold, The Liberal Imagination, and Freud and the Crisis of our Culture*, in addition to others. Dr. Trilling, who received his degree at Columbia University, is equally well known here in his capacity as advisor editor for the *Kenyon Review*. Dr. Trilling's lecture is scheduled for the 27th of April. B.M.

marked no later than February 28, 1959. A.M.

See Gary:

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Financial Statement for the Kenyon Collegian First Semester, 1958-1959

Gross Income:		
General Fee	.....	\$1037.50
Subscriptions*	.....	1009.55
Advertisements*	.....	130.80
Total Income:	.....	\$2177.85
Operating Expenses:		
Photographic Supplies	.....	\$ 191.38
Post Office	.....	214.80
Printing	.....	1508.12
Telephone	.....	25.25
Petty Cash	.....	50.00
Photo Engraving	.....	22.64
Commission of Ads.	.....	12.30
Kenyon College — Services	.....	49.21
Cartoons	.....	10.50
Office Supplies	.....	48.43
Total Expenses:	.....	2190.63
Average / Issue:	.....	273.84
Net Loss:	.....	12.78
Previous Years Balance:	.....	693.67
Balance in Account:	.....	\$ 680.89
Assets:		
Accounts Receivable:	.....	\$ 35.70
Balance in Account:	.....	680.89
	.....	716.59
Liabilities:	.....	— 0.00
Equity:	.....	716.59
*Advertisements and Subscriptions paid for two semesters.		

JOCK JOTTINGS

Bill McCabe

When a basketball team commits over forty fouls in a single game and when its opponents score over half their points from the foul line, one can not help but wonder what is wrong. In the game against Otterbein, Kenyon's Lords did just that. In fact if they had been able to restrain themselves enough to commit only a normal number of fouls, they might have come close to winning the ball game.

However, to say this is not enough. There are certain truths which should be realized before opinions are formed.

Coach Harrison's Lords this year are very young and inexperienced in college basketball. With the exception of three men, one senior and two juniors, the entire squad is composed of freshmen and sophomores. What is more, fresh from high school, most of the players know very little about a man to man defense. Indeed, some had never even used one before coming to Kenyon and playing under Coach Harrison.

Nevertheless, the man to man is the most effective type defense and is the one Harrison has chosen to use. But for this to be done well requires an highly skilled team, one with a great deal of practice and experience. This is what Coach Harrison is doing now: developing this type of defense in his team in the only way possible, practice and experience.

Therefore, I would suggest that rather than condemn our team, the students offer the players all support, and, at the games, instead of looking only for mistakes, watch for points of improvement. For this team will progress. They have already shown definite signs of improvement offensively and it won't be long before they begin to click on defense. Then Kenyon will win some ball games.

That they are in a stage of development is something true of all of Kenyon's winter sport teams. Both the swimming team and the wrestling team have come through with some surprising performances, better than anyone, including their coaches, had expected. These excellent performances have been sporadic. But that is to be expected of young athletes. Nonetheless, they are indicative of some fine talent and foretell of success in the future.

Cagers Capture One; Tough Going Follows

Coach Bob Harrison's Kenyon basketball team snapped a 22-game losing streak which began victory over Kalamazoo College 59 at Gambier.

Freshman center Jeff Slade led the way with 20 points while Sophs Bob Ramsay and Ryder McNeal tallied 13 and 11 respectively.

The game was nip-and-tuck all the way until, with only six minutes to go, Kenyon pulled away to the 10 point margin.

Hiram 83, Kenyon 77

The Lords traveled to Hiram on January 31 only to lose a fairly close contest by a 83-77 count. Led by Bob Ramsay's 30 points and Jeff Slade's 17, the cagers played the Terriers even all the way but couldn't close the 5 point gap which Hiram held from the early minutes of the game.

Otterbein 94, Kenyon 77

On February 4, Kenyon went down to defeat at the hands of Otterbein in the "battle of the defeated." The win was Otterbein's first in twelve tries and pushed the Lords into the basement of the Ohio Conference.

The Kenyon full-court press backfired, the Lords committing 64 fouls, with Otterbein making 48 points this way. Ohio Conference's leading scorer, John Leoener, led all scoring with 31 points, while freshman Dave DeSelm and Jeff Slade led the Lords with 22 apiece.

Muskingum 80, Kenyon 55

The Lord's played powerful Muskingum almost even for a half but fell off the pace in the second half as the Muskies offense picked up speed, the Lords losing by a 80-55 count.

Superior rebounding and speed were too much for the hapless Lords as they went down to their tenth defeat against a lone win. Bob Ramsay led the Lords with 13 points.

After playing Wooster here on Wednesday the Lords journey to Heidelberg tomorrow and to Otterbein on Tuesday, having a fair chance of capturing their first victory over an Ohio school in either of these two away games. D.S.B.

basketball team snapped a 22-game losing streak which began victory over Kalamazoo College 59 at Gambier.

Letters To The Editor

Letter to the Editors:

Have A Drink:

The problem of drinking has come to the point where it is not recognized what social drinking really is at Kenyon College. Many of the Kenyon students as well as a majority of the faculty are quite concerned with this problem and its outcome. They feel that more decorum should be added to Kenyon and that it could start here.

In the study of abnormal personality in Psychology 137 the problem of an abnormal drinking is discussed. In the text for this course, *The Abnormal Personality* by Robert W. White of Harvard, abnormal drinking is defined as "drinking in the morning, being unable to face any situation unless fortified, and being unable to drink socially without getting drunk." This last phrase I feel should be weighed quite heavily in the minds of some of the Kenyon students. A Senior

ROBINSON RECEIVES GRANT OF \$11,000

A grant of \$11,000 has been made to Edwin J. Robinson, associate professor of biology. The grant was awarded by the National Institute of Allergy and Infectious Diseases of the National Institutes of Health, and will finance a study of the biology of filarial worms.

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It sloughs off infected skin. Exposes more germs to its killing action. IN 1 HOUR, if not pleased with STRONG, instant drying T-4-L liquid, your 48c back at any drug store. Use T-4-L FOOT POWDER too—gives a film of antiseptic protection. Now at The College Shop.

GRAPPLERS WIN SECOND MATCH

Coach Lester Baum's wrestling squad last Saturday won its second match in a row, defeating Oberlin College by the decisive score of 23 to 3. This victory, paired with the 31-3 win over Capital University the preceding Wednesday, February 4, brings the teams season record up to 2-2.

The teams performance in both instances has been impressive. Against Capital, five men won by pinning their opponents. Against Oberlin, a somewhat stronger team, Kenyon wrestlers pinned two Yeomen. In both of these events, Kenyon lost only one match.

This afternoon the Lords grapple with Hiram College wrestlers. The match will take place at 4:00 in Rosse Hall. B.Mc.

WKCO Offers New Programs

WKCO, Kenyon's student-operated radio station, is adding new programs to its schedule this semester.

Among the additions are daily news broadcasts as well as a week-end analysis of the news. The station is also planning a weekly language program; the first series will be in German, with the announcer speaking that language and spinning records from Germany.

Plays Recorded

In cooperation with The Dramatic Club WKCO is planning live coverage of all "first nights" from the Hilltop Playhouse, including interviews with the players and audiences. The first of these special programs is *Julius Caesar*, to be presented Thursday, February 19.

In addition, the radio station will tape all plays and file them in the station's library.

"Radio Kenyon" has also announced greater sports coverage, and a new morning program especially designed for owners of clock radios.

According to James J. Roberts, manager, "The trend this year is toward more formalized programming and expanded public relations." J.McL.

Akron — Kent Fall

However, Kenyon remains undefeated in their own Conference. On the last weekend of semester break, the team traveled to Akron and Kent for successive victories. In the Akron meet the Lords took all but one first place. Kent, however, was more difficult, and the outcome was not finally decided until the breaststroke race.

While gathering 7 of the 10 first places at Kent, Kenyon swimmers set two pool records. Sprinter Lanny Ritter turned in a 23.6 for the mark in the 50 yd. freestyle. Also the 100 yd. freestyle relay broke that record.

Mayher Shines

The next victory came at home on February sixth, when the

Lords captured all ten first places against Cincinnati. In that meet freshman Phil Mayher set two varsity records in the 100 and 200 yd. backstroke events.

However, the next day saw the Lord swimmers "biting bubbles" in their meet with Miami at Oxford. Coach Edward's swimmers were only able to capture three firsts two of them by Ritter in the 50 and 100 yd. freestyle races. Mayher took the only other Kenyon first with a victory in the 200 yd. backstroke. The final score was 56-30.

Yesterday the swimmers went against Ohio U. at Athens, the results coming in too late for inclusion in this issue. However, the pre-meet outlook promised another tough meet against a much larger school.

Tomorrow at 2:30 the team swims Pittsburgh at Shaffer pool. This meet promises to be another close one, as Pitt also has an excellent team. This is the last meet against another non-conference school for Kenyon, and the dual-meet season will be finished against Wooster and Oberlin. Then on March sixth and seventh Kenyon will host the Ohio Conference Championships.

Kenyon is losing only four men by graduation this year, but all of them are key men and will be sorely missed. Co-captains Dave Borman and Grant Mason have both carried much of the burden of the freestyle and butterfly events. Also it will be hard to find replacements for senior Fred Appleton, backstroke, and junior Larry Selman, breaststroke, both of whom are leaving in June.

Future Bright

However, if these crucial gaps can be filled with freshmen next year, the team should be another strong one. Coach Edwards has much talent in the freshman and sophomore classes especially. Mayher shows special promise, as he has not only broken the backstroke records, but also the 440

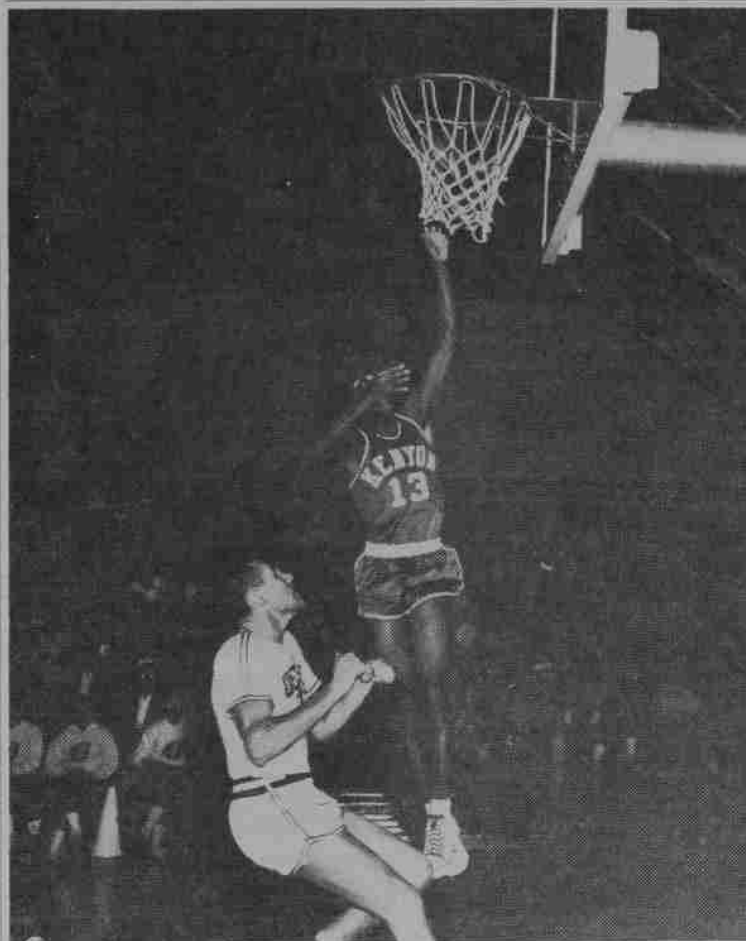
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Scramble for rebound at Denison. Jeff Slade is Kenyon No. 22.

SWIMMERS TO MEET PITT ON SATURDAY

Kenyon College swimmers are again having themselves another excellent year. A strong veteran team, bolstered by the efforts of many excellent freshmen, making Kenyon a strong contender for the Ohio Conference championship. Thus far during the season, Kenyon has a record of 4 wins and 2 defeats. Both losses came at the hands of two large state schools in the Mid-American Conference, Bowling Green and Miami.



Bronson drives in for layup past Denison forward in game on December 10.

Needs Of Kenyon Are Discussed By Faculty and Senior Society

Robbins Hits Heavy Work Load

In my opinion, one of the most disturbing aspects of the current academic program at Kenyon, is the increasingly heavier work load which is being placed on the student.

I use the word "disturbing" because I feel that the trend toward making heavier demands on the student, particularly if it is carried too far, is potentially capable of undermining one of the primary aims of a liberal arts education — namely, that of teaching the student to think logically and analytically, rather than adhering dogmatically to popular concepts without first examining their validity.

It is difficult to question the desirability of taking a course which adequately covers a given subject, as opposed to taking a purely "gut" course. And, for the most part, I see little danger in the student taking one or two courses per semester which require more than an average amount of work; the knowledge derived from such a course usually warrants the extra time which it requires.

The danger does not lie so much with the individual course which makes heavier than average demands on the student's time, but in a whole series of these courses, particularly if they are taken during the same semester. For purposes of clarification, I would define a "heavy" course as one which requires the student to write more than two papers, in addition to lengthy reading assignments and frequent hour examinations.

The dangerous effects of an unreasonable heavy work load to a liberal arts education are manifested in several ways. In the first place, a concentration of "heavy" courses does not allow the student sufficient time to cover the assigned material properly and to learn it.

Frequent papers and lengthy
(Cont. on Page 5, Col. 1)

Revision Asked By Banning

I believe there is a need at Kenyon for a revision in the curriculum as it now stands, and I should like to see the following changes made in the curriculum.

First, the diversification requirements should be met in the first two years of college, that is to say, a student should be required to complete his diversification by his junior year. This, I believe, would place the student in a better position to select his major field of study. Too often a student selects his major without an adequate knowledge of where his real interests lie. By being required to complete his diversifications in two years, a student would have sampled many fields of study and be in a more advantageous position to select his major.

Many times a student enters college without any idea of what he wants to major in. By his junior year, he has taken subjects in only a few fields and still without really knowing what he is interested in or where his ability could be put to best use he is forced to declare his major. Now, if an entering freshman were required to meet his diversification requirements in two years he would have a much broader out-

(Cont. on Page 5, Col. 2)

Weil Questions "Best" Behavior

I do not wish to add anything in particular to the list of Kenyon's needs which has been compiled in the past, is presently being compiled by some of my peers, and will in all obviousness be compiled in the future by those best suited to recognize deficits when they arise. The obvious needs of a physical nature have been recognized to a large degree already; in fact, to too large a degree for some minds. The needs of the practical academic kind are also under surveillance and conditions permitting, will be satisfied when the job of juxtaposed proselytism and begging gets fully underway.

If I may also distinguish intellectual interests from purely academic ones it even appears that some recognition is at hand that the former is being slighted by representatives from the faculty, administration, and, as usual, by the student body by pejorative references to "isms", scepticism, and general unacceptance of cherished and guarded value systems.

What then can I add of constructive worth to this "symposium"? Perhaps some comments on attitudes are worth making. If this points to any glaring needs in the make up of the college community the inclusion of this contribution may be justified.

Briefly, I would be prepared to suggest that it now appears urgent that some of the delusions of grandeur which characterize the platitudinous references to Kenyon's excellence stand in need of grounding in realistic perception of our faults, not just our needs.

The distinction is worth making if only to prevent the assumption that correcting of deficits is tantamount to a process of perfectionism. It may even be suggested that myopic scholarization is not the only clue to a standard of excellence, unless of course, the standard recognizes myopic specialization as the only criterion. (We may further ask ourselves if the state of the fine arts, much less the awareness of them on the part of all members of the college community is any indication of an atrophied intellectual sense.)

Any change involving a critical re-appraisal of the goals of a liberal education as contrasted to reality of the products of the

(Cont. on Page 5, Col. 2)

Swimming

(Cont. from Page 3, Col. 5)

yd. freestyle mark in practice timings.

Coach Edwards also has high hopes for free stylers Hoffman, Oliver, Leiper, and Cunningham. Also, his regular breaststroker, Carr, has shown continuing improvement in the butterfly, as has Binder in the backstroke. All three Kenyon divers will be back again next year, Martin, Sapere, and Ruth.

J.C.

Henry Warns Against Smugness

Editor's Note: The following is a condensation of Mr. Henry's assembly speech of December 16, entitled "The Riddle of the Liberal Arts." It was condensed for The Collegian by the author.

Kenyon's students and, in some measure, its faculty, have become much too complacent and smug in their attitudes and ideas about the liberal arts. Almost automatically, we come up with some very stock thoughts about the value of a liberal arts education, using such empty and well-worn phrases as "it teaches you to live not how to make a living," or "it makes you well-rounded." It is quite ironic that we can view Kenyon's vigorous, questioning and stimulating brand of education in such a mechanical, automatic and unfeeling way. There are four paradoxes about Kenyon and the liberal art which further indicate that we have gotten into a rut in our thinking about the kind of education Kenyon is supposed to offer.

The first is that too many Kenyon undergraduates automatically assume that they have to go to graduate school when they finish here. This is not to deplore the choice of graduate school, but only to insist that many of us want specialization for little or no reasons other than it seems to be the "thing to do." Not too many seniors are cognizant of the professionalized attitude which awaits them in graduate and thus are not able to fit their field of interest and study in what each expects out of his life as a whole. It is certainly a grave danger for one to go on to graduate school thinking that he will continue to live in the care-free, non-practical world of academic speculation.

Secondly, there is the paradox

(Cont. on Page 5, Col. 3)

Revamp Student Powers - Murray

To begin with, I would like to say that I have the greatest admiration for the liberal arts education and a strong love for Kenyon College. I owe a great deal to many fine people, much more than I can repay, and for this reason I find it difficult to criticize anything about Kenyon. However, there are some things about Kenyon that personally I find "wanting," if not puzzling.

Much has already been said about the physical needs of Kenyon, and since these needs are self-evident, I will ignore them in this discussion. Money, of course,

(Cont. on Page 6, Col. 5)

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This issue of the Collegian brings to a close the series of articles on the needs of Kenyon. The series began in the issue which came out just before Christmas recess with the publication of excerpts from a speech of Professor Denham Sutcliffe.

This talk, along with those presented by Professor H. Landon Warner and Professor Bayes Norton, was given on September 20 and 21 to trustees and officers of the Alumni Association. Excerpts of the latter two speeches are printed below. The entire speeches have been published in the Autumn issue of the Alumni Bulletin.

As was explained to the student body at Tuesday's assembly, Kenyon has been concerned with the present state of the college and its immediate and long range requirements. The September meeting was a part of this program.

The Collegian has reprinted these speeches so that the undergraduate body would have a chance to see them. Limitations of space have compelled their abridgement.

In addition The Collegian has asked each member of the Senior Society to write a short article expressing what they consider a need of Kenyon. These are printed below.

Warner Speaks On Soc. Sciences

The remarks I am about to make reflect the thinking not only of myself and other members of the History Department but also that of my colleagues in the other two Departments within the Social Science Division, Economics and Political Science. They have made many helpful suggestions which I am pleased to pass on to you.

In our discussions together we have made our estimates and recommendations in terms of the present size of the college. We do not wish to imply, however, that we are committed to such a figure. On the contrary, most of us are inclined to support a larger student population — say 750, for we believe that the greater number would enable us to enrich our offerings in the Social Studies and provide a greater selection of instructors. (The same would hold true for the Humanities and Natural Sciences.)

The needs of the Social Science Division at Kenyon are several but perhaps the most important at the moment is a new Library, one with adequate facilities not only for the housing of books but also for teaching and research. Professor Sutcliffe has already

(Cont. on Page 6, Col. 3)

More Recreation Needed - Bermann

Much has already been said about the needs of Kenyon with respect to the various academic departments. I fully agree that such things as a new library, a new science building and a general improvement of the facilities available for better instruction at Kenyon are of the utmost importance and rank in the needs of this college.

Yet, as I look back over the last three years I find that there have been certain other very important things lacking at Kenyon; namely, adequate social and recreational facilities.

Fraternities at Kenyon exist primarily to solve the problem of planning and arranging the social activities of the students. They have done this in part but they have only been effective to a limited extent. They have succeeded in organizing parties for dance weekends but they have been unable to provide for any other kind of recreational activity.

Just as there could be a greater diversity in the academic courses offered at Kenyon, there should also exist a greater variety in its social program. Whether or not it is within the realm of the fraternities to provide for this diversity I cannot say. Certain im-

(Cont. on Page 6, Col. 5)

Norton Speaks For Sciences

In telling about Science at Kenyon I want to show particularly that the small college, well-staffed and equipped, can contribute to the educating of future scientists in ways which technical institutions, or universities with their diffuse student bodies, cannot match.

However, as a liberal arts college Kenyon is not apt to attract large numbers of promising science majors, particularly in those fields where the undergraduate training cannot help but begin to be professional in character, such as engineering and chemistry.

One of the main purposes in our science major programs is to provide sound pre-professional training for students planning graduate work in the pure sciences, or engineering or medicine. This at Kenyon is combined with excellent instruction in the non-science fields; and I take the view that taking "humanities" courses in a technical school cannot compare with the experience the science student has here at Kenyon of studying in the humanities with students whose prime interests and enthusiasms are in such fields.

But if Kenyon is to make effective this kind of broad education for able future scientists, it must have program which will draw such students to our campus in the first place.

Kenyon has a standing in science education which is quite phenomenal when you consider its size and fiscal resources.

As evidence of this standing can be mentioned the 150 graduates of the pre-medical curriculum who have, I believe without exception, been admitted to medical school. The reputation of this curriculum has brought many able students to Kenyon.

In Chicago last week I attended a meeting of an American Chemical Society committee concerned with education of chemists. Under consideration was a proposal involving the National Science Foundation's support of education. The proposal contained a listing of institutions which have been most productive in providing Ph.D.'s in the physical sciences in the period 1936-56 in terms of baccalaureate origins. Kenyon appeared in the listing as one of those considered "productive," in mathematics and in chemistry. This ranking was based on the actual number of Ph.D.'s, no account being taken of size. Kenyon was certainly the smallest college to reach the status classified as "productive." In chemistry this number was 15 in the 20 years 1936-56. Yesterday I counted up the number of

(Cont. on Page 6, Col. 3)

Robbins

(Cont. from Page 4, Col. 1)

reading assignments often necessitate cramming before exams, rather than an adequate and careful coverage of the material. Unfortunately, if it becomes necessary to use cramming techniques often, the student finds that much of the factual material presented in the course is forgotten almost immediately after taking an examination.

Secondly, and perhaps even more important, a heavy workload is not conducive to independent study and thought. Term papers, for instance, must be completed in two or three days, without adequate research and with little or no attempt to present the material analytically. More characteristically, the ideas of two or three authors are paraphrased, the addition of a superficial conclusion being the only thought which can be attributed to the student.

I cannot help but believe that this type of work must be equally as frustrating to the instructor as it is to the student — after all, the mere repetition of basic ideas presented in lectures or assigned readings is seldom provocative or inspiring.

Finally, I feel that the type of work which results from an excessive work load is dangerous because it eventually instills a sense of apathy and mediocrity in the student, depriving him of pride in his work and a sense of accomplishment.

Perhaps the most rewarding academic endeavor, from the standpoint of personal satisfaction, is semi-original research or analysis. But this type of work cannot be performed unless the student is given adequate time to do it. Anyone who has ever attempted to tackle a given problem, to become acquainted with pertinent information through careful research, to think the problem through and to arrive at an intelligent conclusion, will realize that this takes time, and cannot be undertaken if one is faced with heavy demands from other courses, or with lengthy reading assignments in the same course.

Fortunately, it should not be too difficult for the faculty and the administration to rectify this situation, and at the same time to maintain the high academic standards of the College, if they choose to do so.

Perhaps the first step is for the faculty to reappraise their courses and decide whether the emphasis is to be placed on lengthy reading assignments and frequent hour exams, or on research and papers — obviously, the student cannot be expected to do both and to maintain high standards of performance.

Secondly, the faculty could strive to achieve a better balance of the work load throughout the semester. It seems paradoxical that in many courses the work load is relatively light early in the semester, but becomes increasingly heavier toward the end when written assignments are due. Ideally, the bulk of the reading material should be covered early in the semester, with time being allocated toward the end of the course for work on term papers. It is particularly exasperating to have hour tests assigned during the period in which papers are being written.

A final proposal would entail those departments in Ascension Hall following the policy practiced by Mather Hall departments of giving additional academic credit for those courses which require a greater than average work load. Nothing else, this would enable the student and his advisor to make a better choice of courses, and to avoid an over-concentra-

Banning

(Cont. from Page 4, Col. 1)

look of fields of study open to him and be able to evaluate much more intelligently where his interest lies.

This revision would have another advantage in that it would enable the student to devote himself almost exclusively to his major in his last two years and make these years much more enjoyable. As is now often the case, a student enters his junior and senior years still having to take diversification courses in fields of study of no interest to him, and consequently by his senior year he is bored with school and over anxious to graduate. By having his diversification requirements out of the way by his junior year and being able to take courses primarily in his major, the student's interest and enthusiasm would not be dulled.

Another advantageous revision would be to require senior students to write a research paper on some phase of their major that has aroused their interest. This paper would be much like the honors papers and would be the result of a year's work. Periodically the student could meet with his professor in order to obtain guidance and help. This independent study would develop independent thinking in the student and better prepare him for graduate school.

The above changes have been presented only in a rough outline form but I believe if they were refined they would be beneficial to the present college curriculum.

Phil Banning

Weil

(Cont. from Page 4, Col. 2)

system may then be said to be a change in self-image, i.e., attitude. I would suggest that this must precede innovations in regard to "needs."

Directly related to the question of self-image is the one which asks to what measure are the members of the college community sacrificing intellectual honesty to immediate financial pains. Granted, when the pains stop we may be dead, but is our plight so great that we must become greater hypocrites than we are? This question we must all ask of ourselves, from student to Trustee.

Lastly, we may ask to what extent we are justified in remaining secure in our theoretical orientation to problems more important than our own immediate needs. I refer, of course, to the underlying attitude which shapes the way we organize and structure our interpersonal relations and our relations to important social and political phenomena.

It has often been said that students deprive themselves of possible enlightenment by classroom tuition of heavy courses during any single semester.

In closing, I realize that my remarks in this article do not apply with equal force to every student at Kenyon; they neither apply to the truly brilliant student who does not have to spend much time mastering course material, nor do they apply to those students who are interested only in maintaining the minimum average required for graduation.

However, for those students who fall into the vast area between these two extremes, a more reasonable policy of making course assignments and a more equitable distribution of the work load would undoubtedly enhance the quality of their work, and enable them to realize the aims of a liberal arts education.

Richard M. Robbins

Henry

(Cont. from Page 4, Col. 3)

that many graduating seniors are faced with the realization that, should they not go on to graduate school, they don't seem to be particularly suited for making their way in the "cash-register-world" into which they must go. Most of us would like to ignore the problems of such a mundane existence, but unfortunately we cannot. One should be able to say that he has gained something here that will outfit him for the rest of his life.

Thirdly, it seems quite paradoxical that, with our high admission standards, our attrition rate is quite high. Certainly many failures and transfers can be chalked up to personal and social problems. But there are many, many freshmen who have academic difficulty because they have little or no conception of what the liberal arts and Kenyon means, and thus have no realistic or interested attitude toward their studies.

Finally, it has become evident that, though one presumably gets an education here which makes him critical and perceptive in all fields, many Kenyon students reveal a very sheltered conception of what lies beyond the boundaries of the College. Because we either ignore or are ignorant about people other than the "college" type, not enough of us realize how fortunate we are to be getting the kind of education Kenyon offers; and this hinges on the fact that we never try to ascertain what we can hope to gain from it.

The only way we will ever be able to gauge the achievement of

the Kenyon education is from the type of men it produces. The Chicago Tribune survey, the IQ and number of class presidents in the freshman class, the graduate fellowships awarded Kenyon students, the Kenyon Review, the record of athletic teams and the number of seniors going to graduate school, in themselves are never enough to show us that a Kenyon man has received a good education. This is because the aim of Kenyon, above everything else, is to produce sane, intelligent, mature and perceptive human beings.

Our biggest fault, fostered by the self-congratulatory air of excellence in our conception of Kenyon is that we, as students, assume that, at the end of four years, we are going to be presented with some great reward. We see ourselves getting our diploma and entering the ready-made Utopia which has graciously been constructed for all liberal arts students, wherein we will dwell serene everafter, free from the rather base cares of the uneducated. Unfortunately, there is no endless string of cocktail parties during which one can discuss, to the positive admiration of all, the great range of topics on which the liberal arts student is capable of talking, if not thinking. This belief in an easy, clear reward from the liberal arts is much greater today than it was 30 years ago. This is because most of us are painfully aware that those of our contemporaries who have chosen to enter such specialized fields as engineering, have a very tangible reward of financial success and security awaiting them after four years. Perhaps we do

sible to learn something about the humanity of ourselves above the level of earning a living, feeding and clothing ourselves, and getting the material things we desire. It is impossible to have a class under a professor who generates genuine enthusiasm for his subject and not feel that underneath the necessary formal academic concern, there is something basically human. If we miss this human side of education, he becomes nothing but a grand game player for grades, diplomas and intellectual sophistication. Courses become "cocktail courses," to borrow a phrase from the late President Chalmers, and the liberal arts is an academic and social calling card.

What we must learn, above all, is that Man is an exceedingly complex, confused, passionate, highly curious and speculative, and ultimately frail sort of a thing. Each of us partakes of this dubious legacy, and so the knowledge of the liberal arts in a sort of self-knowledge.

This self-knowledge is certainly no distinct, easy prize. Yet if we have not attained it, then our four years and \$8,000 spent at Kenyon will have been a great practical joke. If all we have to show is a library of good books and a few erudite facts to throw into the conversation, our engineer friends, specialized and narrow as they are, have just cause to laugh.

The kind of self-knowledge about which I am speaking was characterized by Professor Raymond English, speaking before the Alumni Council some years ago, in the following: "You will find that if you have the stamina and courage to go through with this process, you will gain a sense of self-confidence and a sense, too, of humility, that will be of enormous value to you in this tough competitive country, in a tough competitive world. This is education for a life of courage and endurance, not for an easy Utopia."

One must have a large share of courage, then, to accept the human *qua* self knowledge of the liberal arts. One must accept with all his heart and put to use the terrifying realization that he and Man have never had and probably never will have simple, pat and easy answers to his own problems and the problems of his world. There may be no answers at all. Certainly there is greater cause to suspect this now than 20 or 30 years ago. Man is too diverse a thing to be simplified, nor can he do likewise to his world. To accept this riddle, and yet have the intelligence, ability and courage to go on questioning, hoping for improvement and advancement, is the real prize of the liberal education.

We thus must re-evaluate what the liberal arts can do. We must recognize the importance of the human values involved and the courage for accepting the puzzling conclusion of our self-knowledge. I do not intend for this approach to be a negative one. The acceptance of the knowledge fostered by a liberal arts education is a great thing. If we can, by a sort of "intellectual heroism," accept the enigma of ourselves and our world, and yet possess the courage, knowledge and intelligence to go on asking questions about ourselves and our world, we have done a very wonderful thing. We have perhaps overcome what might have been the greatest disappointment of our lives; that is, we have accepted the falsity our naive assumption that education and intelligence solves all problems.

What we must do, above all, is to go on questioning our education here for that is ironically enough, the only way in which it can be successful. Harley Henry

CAMPUS COMEDY



"SO I SAID, 'O.K., BABY, IF THAT'S THE WAY YOU'RE GONNA BE—GET OUT AND WALK!'"

apathy. Is it not, however, possible to trace some of the causes of this all too apparent behavior to the honorable department chairs themselves.

Professors may well ask themselves if they are not cheating their bright-eyed students by a narrowness stemming from a feeling of security in the womb of all kinds of dogma? Is the re-production of young scholars who accept without first questioning, who are asked to be "led" without scepticism, and who are disparged if and when they refuse to accept the same assumptions as their often highly moralistic superiors, — is this a sign of decay?

A friend of mine has said that one cannot legislate anything worthwhile; legislation can only possibly guarantee the continued existence of implicit standards. If by legislating the satisfaction of old needs as well as continually discovered new ones we are doing nothing but patching the dike we may soon find the material too rotted for further repairs.

Perhaps it is time to critically re-examine some of our "best" as well as "worst" behavior.

Gunter Weil

have a reward awaiting us at Kenyon, but it is certainly not the simple, easy, and gleaming one that most of us, intelligent and sophisticated as we are, think it is.

As an undergraduate, I see two elements of the liberal arts education or our attitudes toward it, which need to be more strongly emphasized. The first is that we must have an awareness that, in every area of study, we are dealing with basic human problems—questions and observations about men, not merely abstract, academic forms. At the core of the Liberal Arts there is a set of human values that cannot be overlooked. It is only on this human plane that there is any strong and significant connection between the diverse subjects that we study. We have allowed ourselves to become too much concerned with "knowledge for knowledge's sake," and too little with what we are learning about ourselves, not merely as unique, little 20th century neurotics, but as men, no different basically than the men whose works, writings, findings, ideas, theories and systems we are studying. Do not confuse "human" with "practical." It is pos-

Warner

(Cont. from Page 4, Col. 4)

stressed the importance of the Library for the Humanities. At the risk of some repetition I wish to elaborate upon the same theme, relating it to the special needs and problems of the Social Studies.

... The paucity of the Kenyon Collection (in History, Political Science, and Economics) becomes sharply apparent when our honors majors are engaged in research on their theses. For instance, one honors candidate in Political Science last year, whose topic was the famous late Supreme Court Justice Oliver Wendell Holmes, had to carry on the bulk of his research in the Ohio State University Library because of our lack of periodical literature. Again the point was brought home this summer when a high official of Harvard visited the campus to consider Kenyon as a college for his son and virtually rejected Kenyon because of the serious limitations of our library.

Many scholarly journals, government documents, and monographs we simply cannot afford under our present pitiful budgets for book purchases. But the problem has greater ramifications than the lack of purchase money alone. The cramped quarters in which the Library staff has to work make it difficult to process the increased number of books we should be buying and the shortage of stack space makes it all but impossible to house them. Only this fall the librarian has had to fence off an office for a member of the staff in the Periodical and Card Catalogue Room, which was none too large before. Furthermore, more personnel is needed to service reference materials and government documents and, equally important, to provide professional guidance to students in the use of such materials.

Another needed aid to teaching and research is the addition of seminar rooms and carrels. We recommend that provisions also be made in the plan of a new Library for a number of carrels in the stacks — single ones for students and double ones for faculty — and that they be enclosed to insure maximum quiet.

Another need of the same high priority as the Library is the perennial one of salary increases. We are grateful to Acting President Bailey, President Lund, and the Board of Trustees for the gains we have made in the last two years. We see signs of progress but we have not yet achieved really good salaries. It is a striking fact that not one faculty member could afford to pay the full bill for a Kenyon — i.e. private college — education for his own son or daughter out of the salary he receives. ...

We have carefully reviewed the present curriculum and the staffing of the departments within the Social Science Division with a view to future needs. We see no need to change the present pattern or our curriculum. Each department offers an introductory course designed to acquaint the student with the subject matter of economics, history, of political science and more important, to develop an appreciation of each as an intellectual discipline. ... In courses beyond the introductory ones we continue to strengthen the student's understanding of each discipline as well as to widen his knowledge of the subject by means of special courses. ... our intent is not to pack the student's mind with factual data, not to make learning a mere feat of memorization, but rather to teach him to test material critically, to examine his prejudices, in short to make him think, and then to express himself coherently

Norton

(Cont. from Page 4, Col. 5)

Kenyon graduates who have received or should receive the Ph.D. in chemistry in the 6 year period 1957-62, which includes last June's graduates; the number is 12. At this rate then our "production" has risen from 15 to 40 for a 20 year period, which would put us in the quite small group of colleges listed as "very productive."

On a percent basis in terms of Ph.D.'s to number of majors, Kenyon goes near the top as shown in a recent article in the *Journal of Chemistry Education*.

I am including in this talk specific information of this kind because of the belief that it is what you would want to know in order to support the general statement that Kenon's record in science is strong.

In mathematics there is an achievement of special interest. Each year the American Mathematical Association conducts a competitive examination (sort of "mathematical inter-collegiate") in which the outstanding colleges and universities in the United States and Canada compete. In the past few years Kenyon math "teams" have placed 8th, 5th, and 4th in this "Putnam" competition ahead of such competitors as Yale and Cal Tech.

From its physics curriculum, Kenyon sends a goodly number on to engineering schools. Professor Cummings reports some dozen graduate degrees among his Psychology majors.

I cite all this to point out there is a strong tradition among our science majors of going on into graduate work, not only in the science professions but also to business school, law school, and I hope some into the new M.A.

on paper.

Although satisfied that our general pattern is a proper one for our purpose, we do not rest content. We feel that it would be desirable to broaden our present offerings in four ways: 1) to offer instruction in Anthropology and some Sociology — enough to familiarize the students with the leading schools; 2) to introduce jointly with the Department of Modern Languages a program of Russian Studies; 3) to provide additional courses in political and economic geography, and 4) to add interdepartmental seminars. Moreover, we wish to reiterate our unanimous conviction that it is the best educational policy to keep the present ratio between faculty and students. If the size of the college increases, new faculty should be added rather than swelling the number in each class.

We believe that in the foreseeable future there will be a continuing need for the present broad program of scholarship aid and student loans. With few exceptions the best students in the Social Studies (as is true equally of the Humanities and the best students in the Natural Sciences) are only able to remain at Kenyon with scholarship aid or loans.

In closing let me recapitulate: the two needs of highest priority are a new Library adequate to the purposes I have outlined and continued salary increases. Of less pressing importance are additional support for faculty research, an expansion of our departmental offerings include Anthropology, some Sociology, Russian studies, geography, and interdepartmental seminars. We reaffirm our belief in the desirability of maintaining the present faculty-student ratio and scholarship program. Though several of these are in no sense exclusive needs of the Social Science Division I have included them here because of our strong belief in their importance to the future of Kenyon College.

in teaching programs leading to secondary school teaching.

However, we also have an important obligation to students not going on for further study and are mindful of their needs.

In the case of chemistry a listing of all graduates shows the great majority associated with chemical industry in sales and management even if no graduate work were taken.

This tradition of graduate study for so many is supported I believe by the kind of relationship that exists between faculty and the junior and senior majors. We have much the same kind of individual contact that exists in graduate school between the student doing research and his supervisor, and I believe we show the same sort of personal interest in our students' later careers.

This kind of situation is one which in our planning for the future must be preserved. It is greatly helped by having research programs.

The college made a worthwhile investment over the past years when it expanded its scholarship budget at a time when the availability of full-paying, qualified students was decreasing. There has been considerable competition among colleges for good students as well as half-backs, and as might be expected with bad effects on the students in some cases as well. As illustration of the competition, I can cite the experience of Cliff Slayman. He had accepted a Kenyon Baker Scholarship but was being urged by Harvard to accept an award from that institution and there were implications that if he came to Harvard his way to medical school there would be assured. I told this to one of my friends, a dean at Yale, whose remark was that next Harvard will be offering these boys a wife at Radcliffe.

I believe the picture is changing somewhat today. With awards of the type of the National Merit Scholarships, students can choose their own institutions. (There has been some concern expressed about the number of merit scholars who want to enter Harvard).

But Kenyon should have its share of these able students and to attract them must provide programs worthy of their talents and interests.

I believe in the science division we feel this involves increasing the opportunities for learning by participation in research problems. This does not necessarily mean the kind of elaborate operations using electron-microscopes and cyclotrons, taking place in university laboratories, but even on a modest scale, support in the way of improved facilities is much needed at Kenyon.

In the years ahead an increasing number of academically talented students ready for advanced work will be entering college through the C.E.E.B.'s Advanced Placement Program. So far Kenyon's share is this has not been significant in numbers and caliber, but the program is growing; it has doubled every year. In the Merit Scholarship program, Harvard has received the largest quota, and several hundred of the students entering Harvard each year have some advanced standing. Kenyon's turn should come. This program which involves developing college-level courses in school (12 grade) was largely the work of Gordon Chalmers, and has been known as the Kenyon Plan, and I still jump (I'm still associated with it) when some high school student states in connection with C.E.E.B.'s A.R.P. "I'm taking the Kenyon Course." Due to its early history, we sometimes speak of it as the Kenyon for Harvard Plan. The administrative officer for Advanced Standing at Harvard said recently

Murray

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is the central item here, and I have no solution as how to get more. One consolation is that the college administration seems to be able to put "first things first" in regard to spending. And I refer, of course, to the proposed new library.

As for academic curriculum I can only reiterate past comment on the subject. The one-man departments should be enlarged, as well as the psychology department, and definitely archeology and sociology, among others, should be added, although I understand there is some faculty criticism as to the latter suggestion.

The faculty is, without a doubt, Kenyon's greatest asset, and all possible care should be taken to forestall any degeneration or mediocrity that may perchance appear. This, I know, also costs money, but good professors are the backbone of this school. I think the reason for the high percentage of Kenyon graduates who go on to graduate school and enter teaching can be attributed to the high calibre of the Kenyon faculty. Although I feel they sometimes tend to ignore the second-best student, nevertheless their devotion to teaching, their intellectual honesty and ability, as well as their continued interest in learning, add much to Kenyon's excellence.

Aside from many other things that could be discussed, I see as Kenyon's greatest single need, a rejuvenation in student spirit and self-discipline. The evident student apathy toward anything other than their immediate personal good results not only in a weakness in sports, where only a dedicated (and much to be congratulated) few participate, but also in extra-curricular activities and student government where there is little done of constructive long-term substance.

I have always felt there to be something greatly amiss in a situation where the proposed aim of the college is to educate the "whole" man so that he has a sense of personal freedom and responsibility, is trained in self-control, self-reliance and self-government, but where in reality a spirit of disrespect for the law prevails on the part of many students and where the student expects his fraternity and fellow students to protect him from the

the college is having to plan special honors curricula for these people who in increasing numbers are entering with sophomore standing.

The programs planned by the science departments with the flexibility possible in a small college should appeal particularly to students of this kind.

I said earlier that among the reasons I believe Kenyon is a good place for a science student is the association with other students whose enthusiasms are in the humanities. Conversely I believe students in the humanities will gain more in the right kind of knowledge of science by association with good students doing the kind of work Kenyon has been doing in the sciences.

To summarize:

In the next ten years teaching in the sciences at Kenyon should develop along the lines of the recent past, emphasizing the joint student-professor participation in study and research.

The Kenyon science curriculum is not just one in which students take courses, but is an experience in which the students can develop their intellectual powers in an atmosphere where the pure sciences are recognized as themselves truly among the liberal arts.

Bermann

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improvements, however, could be made, and are being made this year, in this respect.

Although the purpose of the Pan-Hellenic Council is to discuss and attempt to solve the common problems of all the fraternities, little effort has been made up to this time to organize and sponsor more interfraternity activities. Of course it is felt that this is the job of the Social Committee, but I feel that if there were a closer cooperation between these two organizations more valuable and effective results could be obtained than if they were working apart and separately.

The first step in this direction has already been taken by the Social Committee in its planning for an all-college Jazz Concert in the near future.

Kenyon needs to improve and expand its recreational facilities in order to accommodate the needs of a growing student body. In the past there has been little to do on an off-weekend afternoon or evening besides going to the movies in Mount Vernon or watching television in a fraternity parlor. Again we need a greater number and a greater variety of activities on or near the campus which would be available for the students to use in their free time.

Perhaps a center could be built, something like a student union, with ping pong tables and bowling alleys where the students could go and entertain themselves without having to spend a great deal of money. This year we have seen an improvement in the situation with the opening of the Coffee Shop in the evenings. But there is still much which could be done.

Max Bermann

college authorities when he is caught breaking some rule or regulation that is supposedly there, is seems, only to be broken.

I have always thought the aim of the students, faculty and administration to be the same, and yet, even in the small and intimate community in which we live and learn, there is indeed little mutual cooperation or consensus of opinion in non-academic matters, especially discipline, and it is resulting in a growing and ominous disrespect for authority on behalf of the student.

The only way to alleviate this growing disrespect for the rules of the college community is by developing individual self-discipline to the point that campus discipline will be minimized and eventually needless. And, of course, the best way to do this is through the governing processes of the community, i.e., the drafting of community laws and regulations, training in understanding and respecting these laws, and experience in enforcing them. This is the only way to move from immaturity to maturity, from external authority to self-discipline.

It is unfortunate that Kenyon must continue to rely on administrative paternalism. But the fault lies, ironically enough, not with the faculty or administration, but rather on the Kenyon student who has been willing to accept the freedom of this liberal college and has not been willing to accept the responsibility for this freedom in return.

I have a great faith, however, in the ability of the Kenyon student to govern himself, and I hope that in the future for his sake as well as for Kenyon's that he will be willing to analyze his motives, study his impulses, and discover the limits of his freedom as determined by the rights of others and by his position as a member of a social group.

Joe Murray